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REVIEW

OF

THE CHIEF SUPERINTENDENT'S ANNUAL REPORT FOR 1858,

ON THE

PARISH SCHOOLS OF NEW-BRUNSWICK.

BY

J. GREGORY,

Late Secretary of the Provincial Board of Education, under the repealed Act 10 Victoria Chapter 56.

To the Editors of the Periodical Press of New-Brunswick.

GENTLEMEN,—

It was no common impulse that caused me to request you to delay, for a few days, the expression of any opinion on the merits of the recent Report on our Parish Schools by the Chief Superintendent, until you could find time to give the document a careful examination.

Improvement in education is an indispensable preliminary to all desirable progress, and it depends very much upon you, whether its course shall be straight and comparatively short, or indefinitely prolonged by all kinds of deviations. You never fail in courtesy to strangers, and that is commendable; but it unfortunately happens that you frequently confer on them such a prestige and surround them with such a halo of imaginary excellence, that private individuals, [illegible] of accurate judgment [illegible] are compelled to be silent. [illegible] unwittingly retard progress in [illegible]. This has been pre-eminently [illegible] in educational matters since [illegible] through the darkening of the brilliant [illegible] which were then opened up, has been, [illegible] were, visible and palpable, men are still [illegible] to speak out; and I too would remain silent, but I am unwilling to fear personal woe to [illegible] from a dread of moral cowardice.

The duty of publishing an Annual Report on the Provincial Parish Schools, imposed on the Superintendent by the present Parish School Act, is a wise and excellent provision. Its fulfilment must necessarily expose the Superintendent, and leave little ground for doubting [illegible] to be likely to promote or retard progress. Its publication also, early in each [illegible] of the Legislature, in advance [illegible] it affords time for a thorough examination, and admits of a speedy remedy for [illegible].

The subject to be treated in these reports is one of vast importance, and has so many closely connected branches, and admits of so much being said that is perfectly consistent with good sense and good faith, but nevertheless destitute of proper connexion, vitality and progress, that nothing short of a very careful examination and review can fully disclose their true value. A Review of some kind you will, therefore, admit to be necessary, for if the Superintendent be a zealous man, it is due to him. If it can be justly laudatory, the praise will be an encouragement to perseverance in well doing; if justly condemnatory, it will at once be a caution to him and a protection to the public.

Circumstances lately drew from me a hasty and partial review of last year's Report; and an imperious necessity impels me to speak determinately in regard to the present one, for nature does not appear willing to permit me to silently witness any dishonesty in the education of youth.

My course shall be to examine first the statistical statements of our present Superintendent, and, after assigning them their true value, then to take up some other prominent points and conclusions to which he has directed and invited attention.

Ephemeral writers know that the number of attentive readers is very small; and many of them in their statements take corresponding liberties. Our Superintendent appears to be one of them. Beyond a doubt he intends his statistical information to be understood as follows:

"The increase in the number of children in
"no less than 15,536 during the past year. The
"purely elementary branches are [illegible] the
"most important, and for this we have the gratifying evidence that in 1858, 16,[illegible] more children were learning them than in 1857. The
"time during which the Schools have been kept
"open has been more than doubled, for in this
"most important point we have an increase of
"14,511 weeks, affording an increase in the [illegible]

each School has been open of no less than 14 weeks, or upwards of three months in a year! The Teachers also have participated in the general improvement and delightful educational prosperity, for the males who board themselves have severally received the handsome semi-annual increase of £15 2s., and the females £4 16s. 8d. in their salaries; and it shall be my fault if I do not make it more in succeeding years. Neither have the people been neglectful of the physical comfort of the instructors of their children, for if you critically compare my statistics with those of my able predecessor you will find there are now no less than 214 framed School Houses more than there were in 1852.

"In every point within my control or that of my Inspectors, a great improvement has taken place, notwithstanding the characteristic apathy and indifference of parents, and the forgetfulness of duty on the part of the Teachers. I still complain of irregular attendance on the part of the children; nevertheless there has been in this branch a most decided improvement. The average attendance for both sexes in 1853 was only 15, while for 1853 it is no less than 16½ for males, and 13 for females, in each School. And this gratifying increase would have been even greater had it not been for the good fortune of my predecessor, who in his calculations had only 12 for a divisor, while I have had 14, which, of course, made my result much less than it would otherwise have been!!"

Such perfumed statements, gentlemen, might be extended over many pages, without doing the slightest violence to our Superintendent's figurative facts; but it is time to treat the subject in sincerity, and as in the presence of the Searcher of Hearts.

One grand error of which our Superintendent has not taken the slightest notice, vitiates the greater part of his statistics. The Report for 1852 embraced only six months, or one set of Semi-Annual Returns, that for 1853 twelve months, or two sets of Returns. It is difficult to conceive the description and state of mind which would permit such an error to escape notice in the midst of calculations and comparisons which must have occupied several days. But it is not sufficient for my present purpose to point out such an error, or the existence of some mental defect; other errors of an equally serious nature, and certainly more injurious to the Parish School service become manifest on a careful examination of the Report.

I shall now point out special matter, and shall take as my text corresponding portions of the Report itself, which I shall quote, at present beginning at the top of page 32.

"The preceding tables, which have been drawn up with great pains, and with as much accuracy as the nature of the returns furnished to the Superintendent would permit, are valuable because they show, and will I trust continue every succeeding year to show, the gradual but certain improvement which is taking place in the educational affairs of this Province."

Statistics, to be valuable for the promotion of honest education, must be correct. Those which our Superintendent has produced are exceedingly incorrect, and even absurd, as I shall presently show: but admitting them for argument's sake to be as he would represent them, it is impossible that his trust as above expressed can have any solid foundation. Experience, moreover, has shown that statistics get up by individuals whose interests are connected with enlarged or diminished results, must be narrowly scanned, for in very many cases selfishness resolves every doubt. The circumstances must be very extraordinary in which any great and sudden increase or diminution can take place in the Educational statistics in any one year, and consequently those given in the Report before us are positively unimportant, except as they demonstrate the fact that we must be on our guard against excessive carelessness or deep design.

"In the Superintendent's Report for 1852, Table "A gives the following Statistics, (Column 1,) to "which I have appended the corresponding cons "for 1853, (Column 2,) and the increase in each, "(Column 3.)

	1	2	3
	1852	1853	Increase.
"Number of Parishes reported by Inspectors as provided with one or more Schools, - - - -	96	101	5
"Number of Districts so provided, - - - -	818	830	12
"Number of Schools, -	695	744	49
"Number of Pupils attending them,	18,591	34,187	15,596
"Time Schools have been kept in weeks, - - -	12,655	27,166	14,511
"Average time Schools have been so kept in weeks,	19	33	14

There are some errors in these figures. In column 2, according to the tables, 744 ought to be 774. In column 3, 56 ought to be 56; and 15,596 ought to be 5,596.

The last error, after affecting the calculations on page 34, has been noticed by the Superintendent.

There is a perplexing ambiguity in the present and last year's Report, as to what is meant by a

School and a School House; and a difficulty of reconciling these with the reported number of Teachers.

Taking our Superintendent's interpretation as given in the extract, there were in 1852, 815 districts provided with one or more Schools; 668 Schools; and 662 Teachers, and 760 School Houses.

In 1853, the returns show 830 districts said to be provided with one or more Schools; 774 Schools; 714 Teachers; and 831 School Houses.

Now as to the Statistics for 1852, 760 School Houses would not allow one to each district, much less would 668 Schools; nor would 662 Teachers allow one to each School.

Again, as to the Statistics for 1853, 831 School Houses would supply 830 districts with one School House each; but this is irreconcilable with Inspector Clinch's statement, (p. 46,) from which we must infer that some districts have got several Schools, and, consequently, several School Houses. I must suppose that the difference in the number of Teachers and Schools (59) is owing to the fact that some Teachers, after completing their engagements in one district, were employed immediately afterwards in other districts. Thus, in Albert we have 33 Schools and 18 Teachers; in Charlotte, 122 Schools and 87 Teachers; in St. John, 64 Schools and 52 Teachers, and in Kent the marvellous fact of *thirty-six Schools and forty-six Teachers*, as to which there must be some mistake, for the law sanctions only one Teacher to each School.

It is surprising that our Superintendent was not ashamed to put down 14.511 as the increased number of weeks during which the Schools had been kept open, for he knew perfectly well that the returns for 1852 were for only a part of the year. It is equally so, that he should have stated the average increase of the duration of the Schools to be 14 weeks. His predecessor distinctly stated that the 19 weeks average calculated by him referred to a period of six months only. Yet Mr. d'Avray and Mr. Duval also (p. 40) choose to ignore the fact—the former to get up an improved appearance in educational affairs under a system in the continuance of which he feels a pecuniary interest; and the latter to bolster up a defective argument used by the late Superintendent, which I elsewhere exposed. I cannot but think it would be much better if Mr. Duval would give the public some of the information to which they are entitled, respecting his own department, before volunteering calculations and statements in aid of which he does not bring the necessary amount of good faith.

As to all the averages specified by our Superintendent, it is as well to announce once for all, that he does not appear to understand how to calculate them, and consequently I have detected a mass of absurdities in attempting to prove his work.

In calculating the average time, in weeks, the Schools have been kept open, he has in eleven instances divided the total of the items for the County, by the number of Schools, once, as in Kent, by the number of Teachers, and twice, as in Northumberland and Victoria, by no number representing any specified fact; and in calculating this average of the averages, he has summed up the averages, so miscalculated, and divided them by the number of averages—a procedure which can give a correct result in only one class of cases, which will never occur in our School statistics.

There can be no legal School without a Teacher; nor more than one Teacher to each School. The average, therefore, ought to be calculated by dividing by the number of Teachers; but in attempting this, we find that 18 Teachers could not have taught 962 weeks in Albert in one year; nor 60 Teachers 3220 weeks in Northumberland; nor 52 Teachers 2710 weeks in St. John.

Disregarding all discrepancies, and calculating by Schools, the average duration would be 35 weeks; and calculating by the number of Teachers the average would be 37 weeks 5 days. But all such Statistics are valueless, and I would not have troubled you with so much detail but for an ulterior object and argument.

In 1850 the number of children attending the Schools was 20,000, and in making out that number I have reason to believe that all the necessary deductions were made. The returns for 1852 embraced six months only, and had the pupils who entered during the other period been added, there would have been such an excess above the number for 1850 as would have nearly met the alleged increase for 1853. I shall have some further observations to make on this point by and by.

"The average attendance of pupils of both sexes "in 1852, appears to have been 15, while that for "1853 is 16½ for males, and 13 for females; but it "must be borne in mind, that the latter averages "have been struck for 14 Counties, while the for-"mer ones are for 12 Counties only, and that had "the totals been divided by 14 instead of by 12, the "result would have been much smaller."

It may be that the Returns made to the Superintendent left no alternative in trying to get the average of the averages referred to in the preceding quotation; but to divide their sum by the number of Counties for which they had been calculated. Such results however cannot be depended on, and for comparison purposes are valueless, because it is scarcely possible that such a calculation should give a true result.

Our Superintendent is clearly in error when he adds the summer and winter averages for

each of the sexes, and produces the sum as the annual average attendance for each sex. Assuming the figures given in the Tables, the true average is 8¼ for males, and 6¼ for females, which is a considerable decrease instead of an increase, as he thought. Were we to multiply the number of Schools (774) by his aggregate average, we would get 22,832, a number which would not leave room for the absentees necessarily occasioned by the average cases of sickness. The errors involved show not only a total want of taste and skill in statistics, but indicate a superficial knowledge only of common arithmetic.

"Table B.—Following the course I have adopted "with the preceding Table, we find—

	1	2	3
	1852	1853	Increase.
"Number of Pupils studying English Grammar,	3,250	4,151	901
do. do. Geography,	2,727	3,626	899
do. do. History,	715	1,329	614
do. do. Book-Keeping,	348	505	357
do. do. Geometry,	92	161	69
do. do. Mensuration,	123	197	74
do. do. Land Surveying,	34	75	41
do. do. Navigation,	13	21	8
do. do. Algebra,	56	66	10
do. do. Other subjects not prescribed,	134	579	444
"Female pupils learning common needle work,	1,546	2,056	510
"Number of School Houses,	760	891	131
do. do. newly erected,	19	60	41

"All these results are gratifying, and none more "so than those which prove the due attention paid "to the elementary branches. I have not given "the corresponding totals of pupils learning spell-"ing, reading, writing, and arithmetic, for 1852 "and 1853, but the increase under these heads is "18,937, to which, if we add 2,334, the increase "in the number of those who are studying gram-"mar, geography, and history, we shall have 21,-"271, (or deducting 15,836, amount of increase in "total number of scholars,) 5,535 more pupils stu-"dying the elementary branches than in 1852; and "510 more girls learning needlework."

It is exceedingly difficult to arrive at any satisfactory conclusion as to the state of our Superintendent's mind when he penned the paragraph I have just quoted.

The tabular part is correctly taken from the Reports; but the other statements betray a state of mind and an ignorance of the first essential principle in arithmetic that are incomprehensible except on two suppositions—first, that the Superintendent is *politically clever* as politics go, or secondly, that he is incompetent. Either supposition is fatal to his prestige; and that is all that I labor to destroy by this special review of this part of his report. The halo of imaginary excellence by which some of you have surrounded him must be dissipated into its original nothingness, for it is incompatible with the attention due to the educational rights and interests of every child in the Province.

The objection that our Superintendent compares the results of twelve months in 1852 with those of six months in 1852 lies against the increase paraded in the extract. But it is to the false reasoning and calculations in the other part that I wish to invite special attention. Some of you, gentlemen, may recollect the extraordinary calculation of 2cwt. 1qr. 17lbs. at 17s. 6d. per cwt. made in 1844 by one of our Teachers of 14 years' standing, who made the amount £49 1s. 9d. as follows:—

2	1	17	
		10	
26	0	2	
16	3	7	
1	22	6	
£49	1	9	Ans.

But, however absurd, it only betrayed the peculiarities exhibited by our Superintendent's calculations.

The whole paragraph is a tissue of nonsense which it is troublesome to dwell upon.

I have made the necessary corrections for the error of 10,000 in the increase of pupils attending school in 1853, discovered after the report had been laid before the Legislature.

Our Superintendent distinctly says that the increase in the number of pupils learning spelling, reading, writing and arithmetic, is 18,937, to which if we add 2334 for a certain other increase similarly calculated, we have as he states a total increase of 21,271 for 1853 in the number of pupils studying the elementary branches. Now however remarkable his manner of calculating and speaking of the increase of pupils may be, one can understand what he has said thus far, and the foundation; but when he goes on with an alternative and says, "on *deducting* 5,536, the amount of increase in the total number of scholars, we get 15,535 more pupils studying the elementary branches than in 1852," his language and the idea sought to be impressed overwhelm us with a sense of confusion and absurdity. On such reasoning and calculation, a Teacher who in 1852 had 12 pupils and in 1853 20 pupils, might say that in 1853 he had 20 more pupils in the elementary branches than in 1852, besides 120 in the higher branches. There might be nothing inconsistent in such a statement, on M. d'Avray's principles of calculation, however absurd it appears when tested by common sense. There is this further objection against the new method of calculation, that no Teacher having 20 boys learning to read, and the same 20 boys

learning arithmetic over says that he has 40 boys in reading and arithmetic. It is useless to push the argument further and show the figures to be irreconcilable with other parts of the statistics.

Our Superintendent admits, in the next paragraph, that the increase in the number studying branches of Mathematics is 222, and argues from that and the classes of the Teachers employed, that his opinion, heretofore expressed, is borne out by the people, viz., that the instruction in the higher branches now allowed by law should be prohibited in the Parish Schools. I shall show up this point by and by, and in the meantime merely remark, that by leaving unexplained the extraordinary discrepancy between the number of Teachers employed and the Schools, he has failed to lay a foundation for his argument. There is not a doubt that the people prefer a sound elementary education for their children to any imperfect acquisition of higher branches; but the truth is, that they are likely to get neither the one nor the other on any system our Superintendent has labored to introduce.

"In other respects Table C affords pleasing evi-
"dence of progressive improvement.

	1			2			3		
	1852			1853			Increase		
	£	s.	d.	£	s.	d.	£	s.	d.
"Average semi-annual Salaries of Male Teachers with board,	13	15	7	15	16	7	2	1	0
"Do. do. without board	21	2	0	26	4	0	15	2	0
"Average semi-annual Salaries of Female Teachers with board,	8	11	11	9	15	7	1	3	8
"Do. do. without board	14	6	11	18	7	4	4	10	5

Here, again, our Superintendent has erred in his method of calculating the average of averages, better called, perhaps, the general average.

On looking attentively at Table C. we find that the Provincial allowance to the Teachers cannot, in some instances at least, have been included; and as uniformity is preferable to caprice, we shall, in the absence of evidence to the contrary, conclude that the allowance has been uniformly excluded. Taking our Superintendent's figures, then, we get for the average annual emoluments of our male Teachers without board and exclusive of the government allowance the sum of £72 8s., and for our female Teachers the sum of £39 14s. 8d. Now the Teachers in Massachusetts get, on an average, employment for only 7½ months in the year, and at the wages of male Teachers is $37,26 per month and of female Teachers $15,26 per month, according to the most recent statistics I have seen (viz.: recently in the St. John Courier, copied from the New-York Home Journal) their annual emoluments can be only £69 16s. 10d. for males and £28 16s. for females; being less by £2 11s. 2d. in the case of males, and by £7 18s. 8d. in the case of females than our Teachers receive, exclusive always, be it remembered, of the government allowance. It may be argued moreover, for nothing appears to the contrary, that our Teachers get the emoluments above quoted for 52 weeks or 3 months' services; so that whether you add the government allowance for the whole year, or a proportionate part, our Teachers are by all odds the best paid on this continent. Unfortunately, however, our Superintendent's statistics are incorrect, and are calculated to work a serious injury to our Teachers, for they must silence for years those friends who conscientiously wish to see them better paid. They tend also to inveigle young men into the profession, only to blast their otherwise reasonable expectations.

The Table does not afford the data necessary to check our Superintendent's calculations; but absurdities enough are to be found on the face of it to afford the cumulative evidence I am seeking for. We accordingly find that each of the male Teachers in Victoria appears to get £280 per annum, exclusive of the government allowance, and of the female teachers £112, with the like exclusion! The rich city of Saxton does not afford such incomes!

In like manner the order of things is reversed in Restigouche, Gloucester and Charlotte Counties. In all the other Counties the Teachers' money allowances are, as they ought to be, greater when they board themselves than when board is furnished to them. But if we trust to the Statistics we must conclude that for some special reasons, probably the delights of their Company, the male Teachers in Restigouche get their board and £3 0s. 5d. semi-annually, over and above what is given to the Teachers who board themselves. The same is the case in Gloucester, but the money part is raised to £9 7s. 6d. In Charlotte County the Ladies carry the day, and we accordingly find that each as board with the patrons of the school get their board and £3 7s. 4d. semi-annually in cash, over and above what is given to those who board at home or elsewhere at their option.

Although I hope I have said enough to convince any one that our Superintendent is not so perfect as to put all his work and opinions beyond question I shall make a few remarks on the remaining tables noticed by him in the following extract:—

"Table D shows at a glance the total amount "expended for Parish School purposes in each "County, under separate heads, as extracted from "the returns of the Local Inspectors, and Table E "the amount actually drawn from the Provincial "Treasury for the Parish School Service. Table "F exhibits the amount received by the various

"Educational Institutions in New-Brunswick, by "annual Legislative Grants towards their support."

Table D is defective in as much as it leaves us in doubt on several points. Waving all question as to these, we may assume that the amount received from the Provincial Chest is correctly stated at £9,155 15s. 11d., and that this amount refers exclusively to the Teachers' ordinary allowances. Table F, however, shows that for the same service £11,218 18s. 7d. was drawn from the Treasury, and it is not unreasonable to assert that some hint as to the cause of the discrepancy, which amounts to £2078 2s. 8d., or nearly one-fifth, would have been acceptable. I do not mean to insinuate that I require explanation; but it is impossible that all can have an intuitive knowledge of the course of business.

Table F ought to have been correct as to King's College, but it is not so. The Legislative grant is £1109, and the other part of the endowment is chargeable on the Civil List of the Province, and not on funds at the direct disposal of the Crown. The amount drawn from the Provincial Treasury, for the services mentioned in Table F, is therefore £3709. To these, if we add the total shown in Table E, (£13,636 9s.) we get the grand total of £17,356 9s.—exclusive of the College endowment (£1111 2s.) chargeable on the Civil List: the whole forming the grand aggregate indirect tax of a fraction less than 1s. 11d. for every soul in the Province.

On comparing Tables A and B we find some things that are irreconcilable. The total number of scholars is said to be 24,127; but of these 3000 are not learning to spell, 5000 are not learning to read, 10,000 are not learning to write, and 14,600 are not learning to calculate; nearly 20,000 are not learning English Grammar, and upwards of 20,000 are not learning Geography. Now as children that are learning Arithmetic, Reading and Grammar, must necessarily be learning to spell, the difference in the number of spellers and the total number of scholars (3,058) must be looked for among those studying the higher branches. They are not, however, to be found in the Tables, and Mr. d'Avray on that fact founds some part of his argument of the impropriety of allowing the higher branches to be taught in the Common Schools. The conclusion then is inevitable, that they have been made to disappear, or were originally added to the total number of pupils in order to make out an apparent increase, or that so much carelessness is connected with the duty as renders the whole of the Statistics, notwithstanding their costliness, no more authentic than the guesses of men of average intelligence.

The footing up of the columns devoted to the School Houses is correct, but in the body we find the sum of 29 and 30 set down as 29, and some other minor errors. But the absurdity of these Statistics is best shown by comparing the several columns for 1852 with those for 1853, when we find that the gross total increase is 181, but the total increase, according to the distribution columns, is 308!

I am now done with our Superintendent's Statistics, for, turn we where we will, not only do we find evidence of ignorance and carelessness, but, if we credit our Superintendent's statement, (p. 23,) that they have been drawn up with great pains, we cannot resist the conclusion, that he is grossly incompetent to perform or superintend such work.

This is deliberate and determinate language, Gentlemen, respecting a person holding an important public office, and I know it must be distasteful not only to you, but to all kindly disposed men. For using it as a closing remark on the exposure of errors, the continuous recurrence of which, some of you, in the kindliness of your hearts, may feel disposed to say would not for years to come work a very serious public injury, provided everything else were done correctly, I might plead in extenuation, gross public insults and means adopted to supplant me in office; but I plead nothing in excuse that is personal, but simply the necessity that our Superintendent's pretensions should be lowered, and his opinions on public questions subjected to the same ordeal as those of other public men; for they tend to affect the future interests of this Province in an immeasurable degree, and have already, in my opinion, wrought incalculable mischief. If I have succeeded in convincing you that his powers of mind are not perfect, nor his ability unquestionable as to the apprehension of the final result of many sequences, and consequently that he is not entitled to stand as it were on an elevated pedestal and dogmatize as to the education fitting for every child in the Province, I shall have accomplished all I have aimed at in the preceding investigation; and you will now be prepared to consider and decide upon the true value of the work he has hitherto accomplished, and what he now submits for approbation, and proposes for the field of his future operations.

Without citing Acts of the Legislature or making special references to the regulations made by the several administrators of the Government of the Province, I feel justified in saying that, under the care of these proceedings, aided by the educational necessities and good sense of the people, a gradual improvement was taking place in Common School affairs up to the year 1844. A better class of teachers had supplied the place of many who retired under the influence of the Act of 1837, and more attention was paid to all the *external* arrangements. Shortly previous to 1844, the subject of Parish School Education was frequently agitated in the Legislature, and

"strong desire was expressed by many, to take some active step which would expedite matters in *internal* improvements, that is, the teaching department. In that year an inspection of Schools was determined on, and was carried into effect. In 1846, full reports were laid before the Legislature, each Inspector having made a special report on every School inspected by him, and a general review of his own work; while all concurred in one general Report. A printed abstract of these documents, which our Superintendent has ever shown a studious desire to ignore, was laid before the Legislature in 1846; and in 1847, after mature deliberation, the Act, 10 Vic. c. 56, was passed; its provisions are correctly enough recited by our Superintendent (pp. 10 & 11) so far as he goes. It did not produce the anticipated good effects; but the Superintendent and myself are of contrary opinions as to the cause of failure. He blames the people in these words: "What more could be "done to secure good Teachers and good elementary education throughout the Province? "Nothing on the part of the Government or of "the Legislature, but a great deal on the part "of the people which was left undone, as it "had been in 1839, in 1837, in 1840, which is "not done now, and which never will be done "until they shake off that apathy and indifference which is the real stumbling block in the "way of educational progress, until they rouse "themselves to a sense of the heavy responsibility which rests on them, to a determination "to aid and assist the efforts made to serve "them." In another place p. 14, he says "the "root of the evil lies not in defective Legislative enactments, but in the defective mode in "which they have been carried out."

Taken in one sense I agree fully with him in what he has thus said; for assuredly if the people did rouse themselves they would put an end to such chattering, and make an active inquiry as to the cause of the failure of a scheme from which some of the best men in the Province anticipated so much good. Taken in the sense the Superintendent meant I repudiate it altogether. The Legislature did its part, the Executive Government of the day did its part, but the Subordinate officers did not do theirs, and the cause of the failure was significantly hinted at in the following words in my Annual Report, to be found in the Journals of the Assembly for 1850, "nothing short of unmerited disappointment in "the efficiency and zeal of servants ought to "prevent the best results—the magnitude of the "interests involved being paramount to every "other consideration." What was true then is true now, and justifies me in speaking plainly.

The Act of 1847, (I quote again from my own Report) was "true in theory, except in so far "as the practical interpretation be correct, that "under its provisions the principal Training "Master is not required to directly promote the "elementary knowledge of the Teachers, which "is a most important point that has been repeatedly mentioned to me and complained "of by the Teachers.

"In the specification of the qualification of "the Teachers, the Law recognises the true "position of the Provincial Parish Schools, as "distinguished from the establishments in other "countries for the education of the pauper and "mischievous classes of society. It implies "the right of the youth of this Province to a "liberal education so far as it can be conferred "irrespective of the study of the classics; their "title to that description of school education "which is essentially necessary to them in the "present age of progress and of the application "of science; to that education indeed on which "the future prosperity of the Province mainly "depends."

Let us go back a little and trace the cause of failure which our Superintendent ascribes to the people, but which I ascribe to himself. The Act of 1847 being passed, he became a Candidate for the office in the full knowledge of its provisions. To assist him he was allowed an outfit of £200, enough, in all conscience, to turn a weak head. He accordingly thought he had "*come to take charge of the education of* "*the Country*;" and in this spirit he set himself above the law and despised the official name assigned to his office. In his opening lecture, he said he did not intend to impart any thing like a scientific education to his pupils, that is, he intended to give them just such instruction as would result in such arithmetical perceptions as I have shown he possesses after all the advantages he has had; and he otherwise reduced the course to less than what Her Majesty's Ministers had proposed for the emancipated negroes of the West Indies. All were struck dumb with amazement at his bold pretensions. The law was liberal as to the Training School and no obstacle was thrown in the way of his making of the establishment just what he pleased. Nevertheless he found fault with every thing and the removal of every trivial occurrence was made an indispensable prerequisite to his success. All that could be accomplished was done for him. He still found fault. He kept aloof from the Teachers, many of whom retired from the Training School after the usual period of service, without having heard him give a single lesson. They were required from time to time to write original compositions on prescribed subjects. Their errors however were not made the occasion of special instruction. Many of them were merely underscored and others were left unheeded. Some sentences were not corrected at all, nor renewed. The

Teachers told me over and over again that they learned a little from each other, but nothing from him; and that it had somehow or other been intimated to them, that the less they had to do with me, the better they were likely to fare. I proposed the formation of a council, to answer the identical purpose now suggested at page 48, by Inspector McElmon; but the idea was rejected. I privately suggested the formation of a coterie among the Teachers, while attending the School, for mutual assistance and the discussion of Educational points. One was formed for political purposes, on a mistaken idea then current, that many of the Teachers possessed immense political influence. In short, to use the expression of Mr. Speaker Weldon, the School became a nuisance, and it ceased to exist, without leaving on record an expression on any educational point or principle in which the Teacher and the Scholar are interested.

In the meantime a School was formed by Mr. Duval, in St. John, who attended in Fredericton for two or three days, and had interviews with Mr. d'Avray, extending over probably as many hours.

No report or official examination has ever been made of either establishment; and to this day we have no assurance that the system is not thoroughly subordinating. We know that the British School system was not intended for, nor is it adapted to such a population as ours. Each set of Teachers who attended in Fredericton, presented, it is true, a complimentary address to Mr. d'Avray, but immediately thereafter taught the people to despise the whole affair as unsuitable to the Provincial Schools. I, for one, was grievously disappointed, and officially recorded my opinion in these words:—"Evil reports have "gone abroad; the time of probation has ex-"pired, and if on enquiry it is found that the "establishments are defective, [there was no "official information on the subject, be it re-"membered,] they ought either to be invigorat-"ed or abandoned." In point of fact the Fredericton establishment died out, and Mr. d'Avray was gratified by being sent on his inspection tour up the River, a duty he was anxious for, because it freed him from the work he was hired to perform, and was a sort of step to the office of Inspector General, which he always coveted. His report was common place enough, and, with one exception, embraced only such matters as had been thoroughly examined in 1844, and were now well understood; consequently it was not officially laid before the Legislature. In my report, submitted to the Legislature in 1851, I spoke of it in these words:—

"There is only one point in the Report "which particularly arrested my attention dur-"ing the short and unofficial opportunity I had "of perusing it. I allude to the expression of "Mr. d'Avray's opinion, that instruction in the "Parish Schools should be confined to reading, "writing, arithmetic, grammar and geography, "and the impossibility of accomplishing more. "I apprehend that Mr. d'Avray confines his "attention chiefly to the remote and poor set-"tlements of the Province, in which, when the "rudiments even of all these branches can be "introduced, the means of organizing schools, it "will be admitted, will be perfect. He is, my "opinion, however, overlooking the boys in towns, "and in wealthier farming districts, who alrea-"dy spend many years at school, and who "would, under an approved system of instruc-"tion, devote more time to their education.— "The limited course of Mr. d'Avray would "leave no alternative to such youths but that "of either wasting their time in vain repetitions "or removing to the Grammar School in the "Shiretown, at an expense their friends are ill "able to bear.

"If the object of the present exertions on be-"half of popular Education be not a more rap-"id and thorough course of elementary instruc-"tion, so as to leave time for the prosecution "of what may be emphatically called *studies*, "few indeed will be able to comprehend the "object aimed at, or will be likely to give it "public countenance."

At this session of the Legislature (1851) it was determined to dispense with Mr. d'Avray's services altogether, for it was found that everything he intermeddled with failed. He is not, therefore, justified in ascribing the failure of the Act of 1847 to the apathy of the people, when in the matter of the Training Schools for the Teachers of their children here in my opinion been grievously wronged, and are in a fair way of being equally so by his reinstatement with increased power under the present law.

Reflection on our Superintendent's career in this Province, and particularly on his evident anxiety to restrain popular education, convinces me that his own early education has been very defective; and that while acquiring a knowledge of French, to which he is so much indebted, he has imbibed the political opinions of the French noblesse in the Anti-Revolutionary times—the peculiarities of which I need not recite.

His report abounds with cumbering sophisms, fallacies and absurdities, the common weapons of dishonest educators: pardon the expression, for it means no more than dishonesty in politics.

By defining the qualifications of the Teachers the law has determined what shall be taught in the common schools. The expression of Mr. d'Avray's desire to limit it is therefore presumptuous, and ought to be put down. He has no right to infer that any boy will be set to the study of any branch before he is duly prepared, and when so prepared it would be [illegible]

[illegible] that in this Province we [illegible] is [illegible] there any obstacle in his way. It [illegible] a work of supererogation to [illegible] to keep the higher branches of [illegible] education with one whose [illegible] of instruction would preclude their [illegible] of eleven years; but [illegible] to maintain the ground [illegible], and most determinedly would I [illegible] any compulsory [illegible], were there not a [illegible] any of the prescribed [illegible]; much more when [illegible] 600 in [illegible] and upwards of 200 (Mr. d'Avray would say 600) in some of the branches of [illegible]. Many of the old French noblesse [illegible] of everything that belonged to the middle class of society would have [illegible] the cultivation of so much intelligence, and it ought to be no cause of fear here. Our [illegible] and mechanics, requiring practical training in order to learn the [illegible] of their [illegible] in after life, and by [illegible] in youth; it does not follow that they will [illegible] (for that is what Mr. d'Avray [illegible]) and think themselves qualified, [illegible] it is desirable, to study Divinity, Law or Physic. The [illegible] I quote before I was [illegible] years old. In learning Book-Keeping, [illegible] the most profitable of all my studies; and [illegible] here, I am of opinion that there is no child in the Province who is not just as well entitled to such knowledge as either Mr. d'Avray or myself. As to [illegible] our Superintendent has put himself out of court by his [illegible] display, so it is [illegible] to discuss that point with him. [illegible] may suppose was conducted [illegible] system; let those of all our Parish [illegible] bring to their work the necessary [illegible] and industry be that [illegible] the Latin and Greek.

[illegible] a boy to think, and to [illegible] directly to [illegible] his intellectual powers. It is in this [illegible] of the classics and mathematics. The former, however, require [illegible] the benefit is perceptible, [illegible] the first step effectually [illegible] of practical utility. For [illegible] society [illegible] much time in getting [illegible] the classics; and it is time [illegible] in the study of the [illegible] in his way, but such as [illegible] the victory [illegible] fully [illegible].

It is found that the advocate for the classics can point out only one or two advantages that [illegible] be derived from the [illegible] study of English [illegible], and for them the [illegible] of valuable knowledge and practice in the use of the language in which thoughts are to be clothed and by [illegible] of life it is to be [illegible], far more than compensate. The point is so obvious that I cannot understand how the parents of children whose elementary education must necessarily terminate at the age of fourteen or fifteen years, have not long ago perceived what was [illegible], and agitated for a remedy. I do not mean to insinuate that with every classical Teacher there is a deliberate [illegible] of one class of people to the other. Many Teachers are quite incapable of such a proceeding. The evil proceeds from the fact that there is very little original or independent thought given to the art of teaching, which appears to descend from generation to generation, like the fashion of [illegible].

The alteration in the method of teaching, which I thought was to be introduced at the Training School, will, I perceive, not be adopted or persisted without a struggle. In the meantime there will be no difficulty in deciding as to which side a man who writes for the public is inclined; for if opposed, he must necessarily be guilty of just such false argumentation as our Superintendent.

True to the course I have alluded to, we have been diverted with the idea of improvement being impossible without the general adoption of the [illegible] principle. That opinion is now found to be rather unpopular, and it is consequently kept to some extent in abeyance. The difficulty is now attributed to parental apathy and parental duties, the removal of one and the exercise of the other being now, in the estimation of our Superintendent, "the primary steps which it is indispensable to take before any good results can be obtained."

I will concede this much, that prompt obedience is too little enforced by parents, at the present time; and that the neglect exercises a very considerable influence in preventing children from giving a ready and attentive ear to the Teacher. But it accounts for a very small portion only of the backward state in which the English scholar is kept; and it is scarcely credible that our Superintendent thinks that anything he can do or say can effect an improvement, when he recollects that the combined efforts of the Ministers of the Christian religion have ever been in that direction.

Our Superintendent fails especially when he wishes to ascribe the whole difficulty to the apathy of parents. His logic becomes so artful as to prompt [illegible]—he substitutes a part for the whole, and effect for cause.

He says (p. 13) parents may be divided into

several classes: 1st—Those who are utterly ignorant themselves, and who, therefore, cannot appreciate the advantages of education. 2d—Those who admit the value of education, but entirely neglect the opportunities afforded them for obtaining it. And "the third class," he says, consists of those who value education in proportion to its cheapness—who build school-houses in the most inconvenient part of the district, and regard *the fitness of a Teacher for his office as the last consideration.*

It may be that the class of parents lowest moral and social feeling may be divided into such classes; but it is illogical to attribute such characteristics to the whole body, which, to say the least of it, is as well supplied with men of enlightened and educated minds, as at any previous period of the history of the world.

When our Superintendent ascribes the want of good Schools to the apathy and indifference of parents, he, if at all acquainted with the principles of logic, wilfully substitutes the effect for the cause. A very considerable amount of apathy and indifference exists; but as well might it be said that the serfs and slaves of the present day cause the abolition of the Russian government, and teach the slave-holding doctrines of the men of the South, as that the former cause the worthlessness of many of the Schools. If in any case the work of one or two months can be performed with apparently equal success at any time during a year, it is contrary to good sense and human nature that those who have to do the work should display much anxiety about it at all seasons. So it is with our Schools. All that our common schools effect might under improved methods of teaching be accomplished in three years; and as there is a period of eight or nine years to do it in, it is, to say the least, absurd to expect parents to be anxious about finishing the work at any particular period. More than that, the apparent apathy and indifference partake more largely of submission, in the nature of "what can't be cured must be endured," than of the genuine feelings, which always imply a power of mental and beneficial exertion which the people have not, as regards the method of teaching.

It is the indifferent character of the schools, and the little work they accomplish, that cause them to be poorly attended. The parents of the young men, or gentlemen, as it is customary to designate them, who attend King's College, do not, I presume, come within Mr. D'Avray's category of parents. The establishment is nevertheless confidentially not what it ought to be, and is consequently in indifferently patronized. Parental apathy, the small field for educated talent, disappointed expectation and what not, have been repeatedly used as explanatory suggestions. Nevertheless, the establishment remains as it was without giving a single friend an equal educational principle. Besides the knowledge it is supposed to impart, its graduates could be a great facility in the acquisition of [illegible] and professional. We have had no evidence of the former result, and as to the latter, I have heard some of our best lawyers [illegible] graduates were if anything less [illegible] than those who had never been a College Pupil. As a parent I have had some opportunities of the practical working of the system but have no hesitation in saying, that the evils are [illegible] and many of them susceptible of easy remedy. The College and its school, afford a perfect [illegible] of the Provincial system of School education, in practically but not legally applied—a preparative to the higher institution of certain departments of instruction, peculiar advantages in general discipline to the classical department of the [illegible] establishment, and a subordinating system to the scholars who pursue only the English branches. Such is the master [illegible] education in the Province; and until a better spirit is infused, it is illogical to charge the inefficiency of the Schools to the apathy of parents or the people at large.

Our Superintendent's views appear to coincide with this state of things. He is an almost daily witness of the proceedings in a school in which the boys who study the classics and mathematics, and necessarily expend much of their time in getting up and reciting their lessons, are better scholars in every branch of English instruction than the youths who attend to the English branches exclusively. He knows this fact; and he cannot account for it by allegiance to [illegible] of years or of natural ability; and yet he urges again and again the propriety of [illegible] the course of study for the English scholars. He revels at such a proceeding; and the [illegible] is utterly unworthy of him who is [illegible] entrusted with the guardianship of the English scholar's interests. The political [illegible] is this: *Gentlemen* study the classics. The [illegible] English scholar never can be a gentleman. He is down and ought to be kept so. If he is to be a farmer, he needs little mental training, and his ability to acquire knowledge from [illegible] will send the Parish School Teacher to teach him [*See Part I. Non-Professional [illegible] Reports*]; if he is to be a Trader, he does not want Book-Keeping—[illegible] enough for such a one; if he is to be a [illegible], he must never be [illegible] Civil Engineer or the man of [illegible] then get a chance of profiting by his [illegible]; if he is to be a Printer, it is [illegible] end of his apprenticeship to [illegible] period—he must not get such [illegible] as would qualify him for the [illegible] much less for the editorship of [illegible] Such are the motives and [illegible] of the

[illegible] Book-Keeping, Mathematics and [illegible] Grammar, [illegible] is very useful [illegible] I understand that he makes his [illegible] as a matter of duty, and as the result of his experience and judgement. On the [illegible] I know nothing about his experience, except the little he had as Teacher of the grammar of the Mauritius; but I feel it to be my duty to protest, and on behalf of those who [illegible] on the Parish Schools for their [illegible] to protest against his judgment and [illegible] in the matter: the law is our charter.

One Superintendent is evidently anxious for the continuance of the present Parish School Act, but thinks some alterations necessary or advisable. I cannot afford time to notice the points of [illegible].

It is questionable if the division of the Parishes into districts could not be best effected by Deputy Surveyors who have access to plans; for the whole Parish must be distributed or any assessment will be illegal—so say the authorities in the United States.

No good can be expected to arise from withdrawing our Superintendent to travel and lecture. One would have thought he had ascertained all he wanted before he declared his pretensions; and as regards his lecturing we have had three or four of them already, and each of them of a piece with the present report. When he says a thorough inspection of the whole Province could not be effected in much less than nine months, he is right; for one individual could not make it in less than a year; but to be of the slightest use it would require to be of a very different character from the one he made in Victoria and Carleton in 1844.

The Superintendent thinks that the Statistical information collected is valuable, and that preeminently so on account of the fact, that he, "aided by the local inspectors, is able to guaran-"tee the proper application of every farthing of "the amount granted by the Legislature for Pa-"rish School purposes, and to prevent the mis-"application of any portion of it." Whatever be the value attachable to this statement, it is to be observed that the public has not the same opportunity of checking the expenditure that was formerly enjoyed; and it is desirable to increase facilities in this respect rather than curtail it.

From the past I augur little for the future unless public attention can be kept in the right direction.

In School affairs there are three prominent sets of provisions. The first may refer to external arrangements; the second, to the internal arrangements, or in other words the qualifications of the Teachers and their duty to the children, and the manner of performing it; and the third, to the publication of the proceedings and results.

Attention in this Province has hitherto been almost exclusively directed to the externals, but these are yet in an unsettled state. The entities appear calculated to gratify curiosity rather than to promote any particular object, and are far from reliable. So far as connected with money matters they could be had without travelling to collect them. They ought therefore to be esteemed an unimportant part of the Inspector's duty; a slight increase or decrease in any one year being of no consequence in any argument.

With regard to the internal arrangements the case is altogether different. The recital of what transpires between the Teacher and the Pupil cannot be devoid of interest, for it must promote Scholarship or be food for animadversion: it is not the *locus in quo*, but the *res in quo*, that is valuable. Except what was accomplished in 1844, nothing whatever has been put on record in this most valuable branch, which appears to be now purposely eschewed, although it is evident that it could not be dealt with without exciting thought—the grand avenue of truth. Every school must furnish the foundation of valuable remark to the intelligent Inspector; and what may be elicited in one school may be profitable for instruction in many, and therefore ought to be recorded and published.

Above all, a detailed annual report on the Training and Model Schools ought to be published, for the School ought to be one of TRUTH. It is not sufficient that the Report should state the number of persons wholly or partially trained, and arrange them according to their ages, residences, place of birth, religious creed and preferences and so forth. The school ought to exemplify, in perfection, the forms and means of instruction to be pursued in all the other schools. In it ought to be readily seen whether the educational system is vital or formal, elevating or subordinating, promotive or retardative of education properly so called. The Report should be conformable. Matter never can be wanting to form an interesting and a valuable report without trenching on the sphere of duty properly belonging to the Chief Superintendent, and, in a minor degree, to the Inspectors. It is one of those anomalies, which it is painful to attempt to account for, that no report calculated to enlighten or inform us on any educational principle connected with our Training Schools has yet been produced: in the absence of such a document no one can have an unexceptionable ground of belief in the efficiency or the reverse of the system.

Time does not permit me to inquire whether the statistical forms are agreeable to the Law. It is evident however that some of the tables might be altered so as to affect the means of

doubling the expenditure. This is a point of some importance, but it sinks into insignificance when compared with the branch in which the first step does not appear to have been taken. I refer to the absence of securing uniformity in the design of the inspection. At present each Inspector follows his own plans and knowingly or otherwise influences the school instruction of his County. This is contrary to the original design. The Training School system ought to be inspired here and made worthy of the people; pray do not think I mean the building. The Inspectors ought to be specially instructed in their duty, and the whole proceeding ought to be fully published for the praise or animadversion of the intelligence of the Country.

Gentlemen,—I am fully sensible of having taken an unusual step and a great liberty in addressing these observations to you. The subject, however, in all its relations, has been forced on my attention. Its paramount importance must be my apology. The difficulties with which parents have to contend are sufficiently numerous even in this country, without any increase by deprivation of the means of alleviation which the Legislature has provided; and it is repulsive in the extreme to meet [illegible] those where they have a right to expect sympathy and encouragement. The population of the Province is increasing very rapidly, but less so than the number of young people eager to fill the more elevated walks of life. Australia has given some apparent relief; and our contemplated public works will probably afford it to a few in a more desirable shape. But this is not sufficient. The more extensive fields of labour, farming and manufacturing must be made more attractive by infusing more intelligence among the operatives, and fitting their sons and daughters for taking their place wherever Providence may show the avenue. Our educational means, if honestly developed, are inferior to none on this Continent; and the natives of New Brunswick if permitted to enjoy them will command a respectable position wherever their lot may be cast. This education so far as the means are supplied from the public funds, is their right, as much as the bread that is earned by the sweat of a parent's brow; and it requires only a little exertion and honesty of purpose to secure it. We excel in Shipbuilding. Why should not the vessels be commanded by our own natives who [illegible], with enthusiastic delight, to their Province as the place of their birth? It is said that a Prophet has no honor in his own country; why then should not our young men be prepared to visit other countries, and [illegible] other spheres of labour for a time. Universal civilization is promoted by [illegible]. The lot of the labourers [illegible] of this Province is infinitely superior to that of the [illegible] afloat in the remotest Countries of the Globe? [illegible]. Let the Emigrant, [illegible] his father's plough [illegible] to the position of an [illegible] small farmer, a [illegible] our waters, or a [illegible] vine, or it may be a [illegible] beautiful [illegible].

I may be over enthusiastic and [illegible] averse to see our young people deprived of the opportunities of advancement which Providence has opened up to them; but I know that I make this appeal in an honest spirit,

Yours very respectfully,

J. G[illegible].

Fredericton, [illegible] March, [illegible].

P. S. Since concluding the foregoing letter the following "Postscript to the annual Report on the Parish Schools in New-Brunswick," addressed to His Excellency the Lieutenant Governor, has been handed to me.

"My attention has been directed to an article in the Saint John Courier of the [illegible], purporting to be a Review of the Report which I lately submitted to the Legislature, [illegible] [illegible] Gregory's [illegible] [illegible] given, [illegible] embraced only six months, while [illegible] twelve months.'

"I have to acknowledge the courtesy of Mr. Gregory's remark, and to confess that I have inadvertently fallen into the error he has so cleverly detected; and while I express my regret that the inference drawn at page [illegible] cannot be sustained, I trust he will permit me to thank him for the courtesy and good feeling which characterize his Review, and to felicitate him on the [illegible] ability it displays."

I need not point out to you that the acknowledgement does not cover the whole of the arithmetical errors; although it indicates the supposed degree of public perplexity. [illegible] indeed, so [illegible] and the state of mind [illegible] errors to escape observation in the midst of so many calculations and [illegible] errors [illegible]; but [illegible] to the primary cause of the [illegible] and misstatements which were [illegible] of the [illegible].

The quoted confession will [illegible] the [illegible] feelings of most people, but it will not [illegible] my purpose to [illegible]. [illegible] of Mr. Gregory's [illegible], I might have [illegible] of my [illegible] at the [illegible] had he shown the [illegible]

[illegible] to the offence against the young people of this Province, has stating that in 1841 the [illegible] he has added the usual commission of a smarting insolence in which he concerted [illegible], I feel it would be injurious not to direct your attention to it.

"With "Head master of the lower school of the Royal School in the Mauritius," the color of the scholars in which varied from that of Tuppy to that of Eve, our Superintendent's empty pride was very well supplied was frequently mortified by his humble position, and that in the midst of private scenes to which he was continually subjected, the cause of degradation which for the moment he almost lamentable, when he was continually or designedly, kindly or unkindly, dubbed "Head Jos." The recollections of these or similar things must be the origin of his careful designation of myself as "the successor Mr. John Gregory, of the Secretary's Office." No pang, however, lasting shame, I am of full seven and twenty years' standing in that office; and to this day I think I worthily in getting the situation, considering that with the exception of a few years useful in such a position, I was on the whole constitutionally inclined to the home-scenes. These days are passed, but the remembrance of them has taught me much that bears on the question which both of us subject to inevitable with as man of the day.

In like manner I must repudiate his insincere thanks and felicitations. On his recent appointment he wrote me a sort of apologetic letter, marked private, to which I sent an answer reciprocating his time and expressions, which he immediately afterwards published. We are both, therefore, on private terms—subject to it necessary.

Whatever credit our Superintendent may have owed by his public confession, he has lost by displaying a want of elementary thoroughness. He intended the words quoted by him, viz.: "a period over that within the greater part of the statistics therein given, inasmuch as Mr. Porter's Report for 1840 embraced only six months, while mine is for twelve months," to be understood as my language, which it is not. The defect is of no particular consequence, except so far as it shows our Superintendent's ignorance of the limit of the use of quotation marks; and shows how little solid foundation there was for confidence in his ability as a Training Master.

I did not intend to touch upon the matter of account, because I do not suppose any statement he could make would unfavorably impress the public mind; but as by his insufficient knowledge of accounts he has given his friend, the Rev. Mr. Porter, some cause for uneasiness, I think it right once for all to state my belief that Mr. Porter has paid over all he received, except the small sum of 1s. 11d., which is necessary to balance his account. Our Superintendent, by making most unwarrantable alterations in transferring the balances from my account to his own, has given me the appearance of the unrighteous Steward; but that I treat with contempt, as it probably proceeded as much from ignorance as from sinister design.

J. G.